DOCUMENT RESUME

ED 099 853 CS 201 730

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TITLE Annotated Bibliography of Research in the Teaching of English, July 1, 1974 to December 31, 1974.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE 75
NOTE 35p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Annotated Bibliographies; *Educational Research; Educational Testing; *English; *Language Arts; *Language Development; Literature; Literature Reviews; Mass Media; Oral Communication; Written Language

ABSTRACT

This annotated bibliography covers research in the teaching of English published between July 1, 1974, and December 31, 1974. Subject headings include "Bilingual and Bidialectal Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," "Written and Oral Communication," and a new section on "Research Instruments" which has been added to this semi-annual bibliography. Subject categories are further divided under the headings: reviews of research, status surveys, preschool and elementary, secondary, college and adult, and special education. (RB)

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Annotated Bibliography of Research in the Teaching of English

July 1, 1974 to December 31, 1974

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Assistant Director ERIC/RCS

This bibliography, compiled at the ERIC Clearinghouse on Reading and Communication Skills, is part of the continuing attempt of ERIC/RCS to cooperate with the National Council of Teachers of English by keeping teachers informed about recent developments in education. Those documents in this bibliography which are identified with an ERIC Document number (e.g., ED 091 743) have been indexed in Research in Education (RIE) and are available through the ERIC Document Reproduction Service. Please consult the monthly issues of RIE for complete abstracts of these documents and for complete ordering information.

A new section on "Research Instruments" has been added to this semi-annual bibliography to accommodate some of the instruments for measurement which were compiled as part of The Research Instruments Project (TRIP). Though some of these instruments date back twenty years or more, I have listed them here as a service to researchers who might not be aware of their existence. Reviews of these and other instruments will be published by ERIC/RCS and the NCTE Committee on Research in March 1975. Written by W. T. Fagan, C. R. Cooper, and J. M. Jensen, and entitled Measures for Research and Evaluation in the English Language Arts, the collection of reviews will be available from the National Council of Teachers of English for $5.50 to members of NCTE or $5.95 to non-members.

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1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

1.1.1 Gottfried, A. E. Modeling and Verbalizations of Lower-Class Black, Preschool Children: Educational Implications. Paper presented at the annual meeting of the American Educational Research Association, 1974, ED 092 965.

Found that modeling in a shorter sequence, using black English, caused greater verbal productivity.

1.1.2 Love, T. R. The Southern Illinois University at Edwardsville Protocol Materials Development Project. Paper presented at the annual meeting of the National Council of Teachers of English, 1973, ED 089 278.

Investigated the speech of black respondents enrolled in the intermediate grades to help preservice and inservice teachers identify morphological and syntactic features of black dialect.

1.1.3 Mays, L. F. Black Children's Perceptions of the Use of Their Dialect. Dissertation Abstracts International, 1974, 35, 3397A.

The use of dialect speech does not appear to interfere with a student's ability to recognize a word in traditional orthography.

1.1.4 Ranstad, V. V., and Potter, R. E. Differences in Vocabulary and Syntax Usage between Nez Perce Indian and White Kindergarten Children. Journal of Learning Disabilities, October 1974, 7, 491-497.

Found significant differences in the use of receptive vocabulary and receptive and expressive syntax.

1.2 Secondary

1.2.1 Flowers, B. M. G. The Effects of Teacher Behavior on Black Students' Mastery of Standard English. Dissertation Abstracts International, 1974, 35, 1955A.

Investigated effects on the learning of Standard English grammatical features, using lessons which focus attention upon surface structure.

1.3 College and Adult

1.3.1 Sternglass, M. S. Dialect Features in the Compositions of Black and White College Students: The Same or Different? College Composition and Communication, October 1974, 25, 259-263.

A study of the written language of 304 students (223 white and 81 black) in remedial writing classes at the freshman college level which found that there was, with the exception of one feature, no qualitative difference in the nonstandard features produced by white and black students.

1.5 Reviews of Research

1.5.1 Butler, M., and the members of the CCCC Committee on Language Statement. Students' Right to Their Own Language. College Composition and Communication, Fall 1974, 25, 1-32.

A statement of affirmation for students' right to their own patterns and varieties of language--the dialects of their nurture or whatever dialects in which they find their own identity and style--supported by a review of research on dialects.

1.5.2 Lanier, D. C. Black Dialect: Selected Studies since 1865. Dissertation Abstracts International, 1974, 35, 2945A.

Found that black dialect studies before 1954 were based on random observations or the authors' authority and that most scholars during this period denied the existence of black dialect. After 1954, black dialect studies increased sharply. Most investigators felt black speech was a separate dialect.

See also: Dieterich, D. J., 4.5.1.

2. Language and Verbal Learning

2.1 Preschool and Elementary

2.1.1 Callaway, B., et al. A Comparison of Five Methods of Teaching Language Arts: Second Year. Paper presented at the annual meeting of the International Reading Association, 1974, ED 092 929.

Reports on a two-year longitudinal study which determined the relative effectiveness of three methods of coordinating language arts instructional procedures and compared these methods with two methods in which components were not coordinated.

2.1.2 Hammill, D. D., and Larsen, S. C. The Effectiveness of Psycholinguistic Training. Exceptional Children, September 1974, 41, 5-14.

Concluded that the effectiveness of psycholinguistic training has not been conclusively demonstrated and, therefore, that the rapid expansion of psycholinguistic training programs seems unwarranted.

2.1.3 Maxwell, K. G. The Relationship between Psycholinguistic and Creative Abilities of Second Grade Children. Dissertation Abstracts International, 1974, 35, 2775A.

Results indicated that there were significant relationships between twelve subtest scores on the Illinois Test of Psycholinguistic Abilities and seven scores of the Verbal and Figural Tests of the Torrance Tests of Creative Thinking for a selected group of second-grade children.

2.1.4 Quisenberry, N. L. F. A Comparison of Vocabulary Diversity and Syntactic Structures in Four-Year-Old Children at Two Socio-Economic Levels. Research in the Teaching of English, Winter 1974, 8, 359-377.

An investigation and comparison of vocabulary diversity and syntactic structures in groups of disadvantaged four-year-olds and advantaged four-year-olds.

2.1.5 Roos, M. C. An Analysis of Assumptions Underlying Language Arts Instruction in Open Education. Dissertation Abstracts International, 1974, 35, 2124A.

Identified 42 language arts assumptions and 87 possible language arts experts and involved the formation of a panel of 29 experts who expressed support for all 42 assumptions.

2.1.6 Sheldon, W. D., et al. A summary of Research Studies Relating to Language Arts in Elementary Education: 1973. Elementary English, November/December 1974, 51, 1177-1199.

Described 86 studies, most dealing with reading, others dealing with language, oral communication, written communication, pre-first grade programs, programs and grouping practices, and vocabulary.

2.1.7 Stauffer, R. G., and Pikulski, J. J. A Comparison and Measure of Oral Language Growth. Elementary English, November/December 1974, 51, 1151-1155.

An analysis of a sample of the oral language usage of first-grade children taught to read using a language experience approach.

2.1.8 Vukelich, C. In Brief: Language Growth in Head Start Children. Exceptional Children, November 1974, 41, 197-199.

Findings suggested that low income mothers can use the prescribed language process to enhance the linguistic development of their young children.

See also: Bosher, W. C., Jr., 4.1.1; and
Zussman, B. Y., 4.1.3.

2.2 Secondary

2.2.1 Levy, T. C. Student Self-Assessment of Language Ability. Dissertation Abstracts International, 1974, 35, 2052A.

Found that the largest proportion of both samples (high-confidence and low-confidence students) felt that reading is the most important of the language arts areas, while the smallest proportion felt that writing is most important.

See also: Chiu, R. K., 2.3.1.

2.3 College and Adult

2.3.1 Chiu, R. K. The English Modal Auxiliaries: Frequency and Usage in Boardroom Discussion. Research in the Teaching of English, Winter 1974, 8, 378-393.

A quantitative description of the usage of the English modal auxiliaries in boardroom discussion. Contended that a pedagogical grammar falls short of its descriptive aim if it fails to include statements of proportionate frequency of occurrence.

2.5 Reviews of Research

See: Dieterich, D. J., 4.5.1.

3. Literature, Humanities, and Media

3.1 Preschool and Elementary

3.1.1 Cooper, C. R. Research Roundup: Literature, Humanities, Media: Albert Somers: Differences in Responses to the Same Stories of Students in Grades Seven, Nine, and Eleven. English Journal, December 1974, 63, 98.

A study to learn whether students in different grade levels respond differently to the same short stories. Includes a comprehensive review of recent research in response to literature.

3.1.2 Hillman, J. S. An Analysis of Male and Female Roles in Two Periods of Children's Literature. Journal of Educational Research, October 1974, 68, 84-88.

Studies the sex role standards attributed to characters in 120 children's books. Found aspects of masculinity and femininity that conform to

stereotypic traits more prevalent in the 1930s than in the mid-1960s to mid-1970s.

3.1.3 Kimoto, C. K. The Effects of a Juvenile Literature Based Program on Majority Group Attitudes toward Black Americans. Dissertation Abstracts International, 1974, 35, 170A.

Concluded that reading materials about black Americans can have significant effects on close and moderate social distance attitudes.

3.1.4 Terry, A. Children's Poetry Preferences: A National Survey of Upper Elementary Grades. NCTE Research Report No. 16. Urbana, Illinois: National Council of Teachers of English, 1974.

Showed that children demonstrate specific preferences in both the form and content of poetry and that a judicious selection of particular poems by the teacher may enhance children's enjoyment of poetry.

3.1.5 Wunderlich, E. Black Americans in Children's Books. The Reading Teacher, December 1974, 28, 282-285.

An examination of recently published trade books which revealed a trend toward publishing books which include today's black American.

See also: Dieterich, D., 3.5.1.

3.2 Secondary

3.2.1 Auerbach, L. The Interaction between Social Attitude and Response to Three Short Stories. Dissertation Abstracts International, 1974, 35, 711A.

"Statistical analysis found attitudes toward physical aggressiveness not to be related to type or intensity of response to violent stories."

3.2.2 Bleakley, L. A. Rhetorical Stance and the Teaching of Literature: Theory, Strategy, and Evaluation. Dissertation Abstracts International, 1974, 35, 3570A.

Concludes that the rhetorical stance strategy provides one way of improving a secondary English program.

3.2.3 Brandhorst, A. R. The Effects of Reading Historical Fiction on Attitudes of High School Students toward Selected Concepts. Dissertation Abstracts International, 1974, 35, 881A.

"The failure to find any evidence of influence of these novels on attitudes might suggest that the power of fiction to influence attitudes is overrated."

3.2.4 Clay, L. R. E. An Experiential Approach to the Teaching of Fiction. Dissertation Abstracts International, 1974, 35, 2933A.

Involved the evaluation of an experiential approach to teaching fiction consisting of exercises adapted from growth psychology techniques, improvisational drama techniques, and a simulation game.

3.2.5 Cooper, C. R. Research Roundup: Literature, Humanities, Media: Maria Mertz: Comparing the Responses to Stories of Tenth Graders, College Students, and English Teachers. English Journal, December 1974, 63, 99.

Found major differences between adults' and adolescents' responses to three short stories.

3.2.6 Cooper, C. R. Research Roundup: Literature, Humanities, Media: Nancy Millett: A Teaching and Research Technique for Assessing Readers' Responses to Structural Principles and Clues to Order in a Poem. English Journal, December 1974, 63, 99.

An instrument for exploring readers' sensitivities to the clues to structure and sequencing in a poem.

3.2.7 Cooper, C. R. Research Roundup: Literature, Humanities, Media: William Lewis: Comparing Adolescents' Responses to Film and Literature. English Journal, December 1974, 63, 99.

Found that adolescents respond differently to film and to literature, interpreting film significantly more than they do literature.

3.2.8 Culyer, R. C., III. An Investigation of Growth in Critical Reading Ability in Grades Ten, Eleven, and Twelve. Dissertation Abstracts International, 1974, 35, 715A.

Concluded that there do not appear to be significant growth patterns in critical reading during grades ten, eleven, and twelve, as measured by the Intermediate Critical Reading Test.

3.2.9 Finnegan, B. C. The Development and Evaluation of Exercises to Teach Character Analysis in Literature in Grades Eleven and Twelve. Dissertation Abstracts International, 1974, 35, 798A.

Concluded that students taught 25 lessons in character analysis gained more than students in the control group in each of the test variables--character analysis, ability to interpret literary materials, vocabulary development, and reading comprehension --even though no statistically significant differences were evident.

3.2.10 Hanzelka, R. L. Characteristics of Short Stories Associated with Preferences of Ninth Grade Students. Dissertation Abstracts International, 1974, 35, 1960A.

A sample of fifteen short stories was investigated to determine which characteristics of fiction would be most appealing to a panel of ninth-grade student judges.

3.2.11 Lally, W. S. Recommended Aims and Practices for the Teaching of Literature in the Secondary School According to Methods Books Published in Two or More Editions between 1900 and 1970. Dissertation Abstracts International, 1974, 35, 2122A.

3.2.12 Ruby, J. A. A Four-Year Interdisciplinary Humanities Program and Its Emphasis on Communication Techniques. Dissertation Abstracts

International, 1974, 35, 1359A.

Found that the educational innovations studied have no adverse effects upon SAT verbal and math scores and that student interest greatly affects academic placement of pupils when they are given the right to phase themselves and does not negate academic progress.

3.2.13 Thetford, M. L. Vocational Roles for Women in Junior Fiction. Dissertation Abstracts International, 1974, 35, 3311A.

Found females most often portrayed in service occupations where nurturant behavior, including instruction from others, was common.

See also: Cooper, C. R., 3.1.1;
Di Stefano, P. P., 4.2.3; and
Ladevich, L., 3.5.2.

3.3 College and Adult

3.3.1 Heinrichs, M. A. The Initiation and Development of Instruction in American Literature during the Nineteenth Century in Five Ohio Colleges Established before 1860. Dissertation Abstracts International, 1974, 35, 843A.

"The analysis of this research demonstrates the individuality of the colleges in their decisions regarding instruction in American literature."

See also: Cooper, C. R., 3.2.5; and
Cooper, C. R., 3.2.6.

3.4 Status Surveys

3.4.1 Cooper, C. R. Research Roundup: Literature, Humanities, Media: The National Assessment of Achievement in Literature. English Journal, December 1974, 63, 97-98.

Described the literature assessment of students ages 9, 13, and 17 and of young adults which was carried out in 1970-71 and reported in the spring of 1973.

3.5 Reviews of Research

3.5.1 Dieterich, D. ERIC/RCS: Racism, Sexism in Children's Literature. The Reading Teacher, December 1974, 28, 346-349.

A review of research and opinion regarding racism and sexism in children's literature.

3.5.2 Ladevich, L. ERIC/RCS Report: Visual Literacy. English Journal, October 1974, 63, 114-116.

A review of research and opinion on visual literacy.

See also: Dieterich, D. J., 4.5.1.

4. Teacher Education

4.1 Preschool and Elementary

4.1.1 Bosher, W. C., Jr. The Effects of Two Methods of Instruction on the Self-Concept and English/Language Arts Achievement of Middle School Students. Dissertation Abstracts International, 1974, 35, 2638A.

Found that students who functioned without the contraints of grades, tests, homogeneous grouping, grade-level grouping, and assigned homework had significantly greater academic gains.

4.1.2 Middlebrooks, B. A. A Study of the Relationship of Four Teacher Characteristics and the Presence of Disadvantaged Students with Language Arts Achievement of Fourth-Year Students. Dissertation Abstracts International, 1974, 35, 931A.

Attempted to determine the relationships among the achievement of fourth year elementary school students taking language arts, the techniques employed by their teachers, and various percentages of disadvantaged students.

4.1.3 Zussman, B. Y. Instructional Objectives for Eighth Grade English Courses under a State-Wide Teacher Accountability Act. Dissertation Abstracts International, 1974, 35, 2667A.

Findings tend to indicate that the California Stull Act (an accountability act for teachers) has had a limited effect on the conduct of the instructional program in English at the eighth grade level.

See also: Love, T. R., 1.1.2.

4.2 Secondary

4.2.1 Childrey, J. A., Jr. The Relationship of Preparation, Experience, and Self-Assessment to Knowledge of the English Language of Teachers. Paper presented at the annual meeting of the International Reading Association, 1974, ED 092 923.

Results indicated little relation between the number of courses taken in language preparation and the knowledge of the English language exhibited by teachers of English. Less experienced teachers scored higher on usage and dialect than experienced ones.

4.2.2 Davis, L. M. The Preparation and Teaching Assignments of Arizona English Teachers. Dissertation Abstracts International, 1974, 35, 922A.

Attempted to determine the preparation and assignment of public high school English teachers for the school year 1971-72 and the English-Education curricula of the three Arizona universities.

4.2.3 Di Stefano, P. P. A Comparison of Student Attitudes toward Traditional and Diversified Elective English Offerings. Dissertation Abstracts International, 1974, 35, 2642A.

Found a significant difference at the .001 level in means of total attitude scores toward English by students in the diversified elective program compared to students in the traditional program.

4.2.4 Drake, P. E. A Comparison of the Educational Plans, Reading Interests, and Instructional Needs of High School Seniors in College-Bound English

Classes. Dissertation Abstracts International, 1974, 35, 2526A.

A study involving students enrolled in twelfth-grade English classes in three high schools in Cleveland which found that subjects from the school in the highest income area expressed the least degree of satisfaction with the goals of the course.

4.2.5 Haber, M. J. An Exploratory Study of the Use of Small-Group Work in Secondary-School English Classes. Dissertation Abstracts International, 1974, 35, 3573A.

A study of why and how small-group work was used in selected suburban Boston secondary-school English classes, with recommendations for improving its effectiveness.

4.2.6 Nushy, J. M. A Comparative Analysis and Evaluation of Student Achievement and Attitude in a Secondary Elective and Conventional English Program. Dissertation Abstracts International, 1974, 35, 3399A.

Students in an elective, nongraded program achieved as high a level in standardized test measures as students in a traditional program.

4.2.7 Short, B. G., and Szabo, M. Secondary School Teachers' Knowledge of and Attitudes toward Educational Research. Journal of Experimental Education, Fall 1974, 43, 75-78.

Results supported the suggested lack of knowledge of educational research by teachers and suggested that teachers may lose their knowledge of educational research as time passes.

4.3 College and Adult

4.3.1 Denham, A. M. Effects of Congruent Perceptions on Student Achievement in Freshman English Classes. Dissertation Abstracts International, 1974, 35, 2119A.

Concluded that disparity between instructor and student perceptions of both cognitive and affective class conditions was associated with lower student achievement.

4.3.2 Koffman, M. L. A Study of the Effects of Instructional Analysis and Feedback on the Classroom Behavior and Student Achievement of University Teaching Assistants. Dissertation Abstracts International, 1974, 35, 302A.

An evaluation of an in-service teacher education model designed for higher education which involved thirteen in-service rhetoric teaching assistants. Results tended to support the usefulness of the instructional improvement model.

4.4 Status Surveys

4.4.1 Flanigan, M. C. The Place of Non-Print Media in English Education. English Education, October/November 1974, 6, 31-33.

A questionnaire survey which revealed that non-print media have not become established in educating teachers of English.

See also: Short, B. G., and Szabo, M., 4.2.7.

4.5 Reviews of Research

4.5.1 Dieterich, D. J. Annotated Bibliography of Research in the Teaching of English January 1, 1974 to June 30, 1974. Research in the Teaching of English, Winter 1974, 8, 396-422.

5. Testing and Evaluation

5.1 Preschool and Elementary

5.1.1 Coleman, C. J. The Evaluation of a Hierarchy of Composition Skills. Dissertation Abstracts International, 1974, 35, 3387A.

Investigated the validity and reliability of the hierarchy and the influence of the variables of grade level of the writer, mode of discourse, and composition length.

5.1.2 Foggen-Steckler, J., et al. A Quantitative Method for Measuring Sex "Bias" in Standardized Tests. Journal of Educational Measurement, Fall 1974, 11, 151-161.

A quantitative method for classifying tests with respect to sex imbalance was devised which depended upon frequency counts of male and female nouns and pronouns.

5.1.3 Kidder, C. L. Using the Computer to Measure Syntactic Density and Vocabulary Intensity in the Writing of Elementary School Children. Dissertation Abstracts International, 1974, 35, 3524A.

Developed and tested two computerized language measures.

5.1.4 Newcomer, P., and Hammill, D. A Short Form of the Revised Illinois Test of Psycholinguistic Abilities. Journal of Learning Disabilities, November 1974, 7, 570-572.

Results of a study involving 83 children between the ages of 5 and 10 indicated that the short form ITPA had sufficient reliability to be used for the purposes of research or screening.

See also: Sager, C., 6.1.8.

5.2 Secondary

See: Coleman, C. J., 5.1.1;
Cooper, C. R., 6.2.3;
Cooper, C. R., 6.2.6; and
Newcomer, P., and Hammill, D., 5.1.4.

5.3 College and Adult

5.3.1 Ferrante, J. C. An Investigation of the Generation and Acceptance of Educational Objectives for Advanced Placement in English for College Freshmen. Dissertation Abstracts International, 1974, 35, 1424A.

Involved the generation of a list of cognitive objectives, a survey of colleges in the Advanced Placement Program in regard to the list

generated, and an analysis of the results according to the variables of size, type, area, and cognitive verb level.

See also: Cooper, C. R., 6.3.4; and
Neel, J., 6.3.6.

5.5 Reviews of Research

See: Dieterich, D. J., 4.5.1.

6. Written and Oral Communication

6.1 Preschool and Elementary

6.1.1 Cooper, C. R. Research Roundup: Oral and Written Composition: Ernest McDaniel and Thomas Pietras: The Relation of Creative Writing Scores to Standardized Test Scores. English Journal, September 1974, 63, 102-103.
Examines the correlations between standardized test scores and creative writing scores for 117 disadvantaged sixth graders who wrote brief stories in response to two pictures.

6.1.2 Evanechko, P., et al. An Investigation of the Relationships between Children's Performance in Written Language and Their Reading Ability. Research in the Teaching of English, Winter 1974, 8, 315-326.
An analysis of sixth-grade children which used correlational and regression techniques to determine the language activities that children perform which predict reading ability and, particularly, what aspects of writing have the strongest relationship to reading ability.

6.1.3 King, R. P. Sensory Approach to Creative Writing: A Study of the Effect of Increasing the Number of Types of Sensory Stimuli Intended to Motivate Children to Write Creatively. Dissertation Abstracts International, 1974, 35, 302A.
Among the conclusions: that increasing the number of types of sensory modes stimulated prior to a writing experience has more effect upon length of stories than upon creativity of stories.

6.1.4 Konold, C. B. Effects of Audiotape Instruction on Children's Oral-Language Skills. Dissertation Abstracts International, 1974, 35, 2086A.

"The instruction and direct practice on oral-language tasks over a relatively short period of time in this study brought about significant differences in oral-language performance."

6.1.5 Martinsson, A. Free Written Composition at the Middle Level of Comprehensive School (FRIS). School Research Newsletter, September 1973, 17, 1-19, ED 088 085.

A Swedish project concerned with linguistic quality and linguistic development, stimulus measures preparatory to writing, and social differences in writing ability.

6.1.6 Perkins, R. L. A Study of the Effects of a Humanistic Student-Controlled Method of Teaching Expository Composition on the Writing Performance of a Selected Group of Disadvantaged College Freshmen. Dissertation Abstracts International, 1974, 35, 1644A.

Explored effects on writing performance in the areas of content, organization, and usage.

6.1.7 Ramon, V. L. Syntactic Measures and Rated Quality in the Writing of Young Children. Studies in Language Education, Report No. 8. Athens: University of Georgia, Department of Language Education, 1974, ED 090 555.

The syntactic measures studied clearly distinguish between high and low quality writing in the second, fourth, and sixth grades.

6.1.8 Sager, C. Improving the Quality of Written Composition through Pupil Use of Rating Scale. Paper presented at the annual meeting of the National Council of Teachers of English, 1973, ED 089 304.

A study of the effectiveness of a program designed to improve the quality of written composition by teaching students the components and use of a descriptive writing scale so that they could rate their own compositions and those of other students.

6.1.9 Uehara, B. K. The Effects of Three Different Stimuli on Third and Fifth Grade Written Composition. Dissertation Abstracts International, 1974, 35, 3582A.

Investigated the effect of the use of a set of pictures, a recording of environmental sounds, and a film-without-words as motivators of third and fifth grade students.

6.1.10 Walden, J. D., ed. From Zero to Steinbeck: A Study of Children's Composition. Viewpoints, January 1974, 50, 1-66.

Five articles based upon doctoral studies which examine the historical background of elementary composition programs, discuss the relationship between form and content, and look at current practices.

See also: Coleman, C. J., 5.1.1;
Kidder, C. L., 5.1.3; and
Stauffer, R. G., and Pikulski, J. J., 2.1.7.

6.2 Secondary

6.2.1 Bean, A. S. A Descriptive Study of Creative Writing at the Junior High School Level. Dissertation Abstracts International, 1974, 35, 3288A.

An examination of 875 written items from over 238 student authors found no significant difference between the sexes in creativity, though there was more variation in creativity in writing among the boys.

6.2.2 Bridger, G. W. A Curricular Guide in Basic Compositional Skills Based on an Assessment of Needs in Caddo Parish, Louisiana, Secondary Schools. Dissertation Abstracts International, 1974, 35, 1422A.

Involved the design and evaluation of a curriculum guide in basic composition skills based on deficiencies identified through a needs assessment.

6.2.3 Cooper, C. R. Research Roundup: Oral and Written Composition: Henry Slotnick: A Model of Computer Essay Grading. English Journal, September 1974, 63, 103-104.

A factor analysis study of 34 characteristics of written essays measurable by computer which revealed six factors: fluency, spelling, diction, sentence structure, punctuation, and paragraphing.

6.2.4 Cooper, C. R. Research Roundup: Oral and Written Composition: Janice Hooks: What Professional Writers Say about Learning to Write. English Journal, September 1974, 63, 102.

Analyzed the writing on writing of Fitzgerald, Thomas, Wolfe, Hemingway, and Faulkner and the comments on writing in 25 book reviews published in Saturday Review.

6.2.5 Cooper, C. R. Research Roundup: Oral and Written Composition: Lois Widvey: Teaching Composition with a Problem-Solving Approach. English Journal, September 1974, 63, 102.

Found that a sequential, analytic, problem solving approach to teaching expository writing improved the reflective thinking skills and writing ability of eleventh graders more than did a traditional approach.

6.2.6 Cooper, C. R. Research Roundup: Oral and Written Composition: Thomas Gee: The Effects of Praise on Student Writing. English Journal, September 1974, 63, 103.

Found that student-writers who received only positive comments on their papers wrote more (in number of T-units) than students who received only negative comments or no comments at all.

6.2.7 Damon, J. P. The Development and Evaluation of a Multi-Media Program in Nonverbal Communication. Dissertation Abstracts International, 1974, 35, 1423A.

Indicated that a majority of the students increased their understanding and use of the eight categories of nonverbal communication, had little difficulty using the multi-media materials, and benefitted from the experience of flexible, student-initiated scheduling and self-evaluation.

6.2.8 Findlay, K. R. Teaching Invention by Heuristic Procedures: A Model for High School Composition. Dissertation Abstracts International, 1974, 35, 400A.

Demonstrated that discovery procedures significantly influence the prewriting habits of students and increase the generation of ideas, and suggested that they also improve student attitudes toward the writing process.

6.2.9 Gensante, L. J., Jr. A Study of High School Students' Ability to Analyze Expository Prose Rhetorically. Dissertation Abstracts International, 1974, 35, 256A.

Found that students taught a composite rhetoric for analysis demonstrated greater achievement in rhetorical analysis than students taught isolated rhetorical principles.

6.2.10 Harris, W. J. H. Teacher Response to Student Writing: A Study of the Response Patterns of High School English Teachers to Determine the Basis for Teacher Judgment in Evaluating Student Writing. Dissertation Abstracts International, 1974, 35, 1352A.

Analyzed the response patterns of 36 teachers to 12 written samples to determine the basis for teacher judgment.

6.2.11 Lamberg, W. J. Design and Validation of Instruction in Question-Directed Narrative Writing, Developed through Discrimination Programming. Dissertation Abstracts International, 1974, 35, 2839A.
Findings showed, overall, considerable gains in completeness, development, and length with differences significant at or beyond the .01 level.

6.2.12 Lim, C. C. C. The Analysis of Teachers' Attitudes toward Students' Writing. Dissertation Abstracts International, 1974, 35, 3301A.
An investigation of teachers' attitudes toward activities students engage in before writing, the purpose of students' writing, and students' motivation for writing.

6.2.13 Mischel, T. A Case Study of a Twelfth-Grade Writer. Research in the Teaching of English, Winter 1974, 8, 303-314.
A biography of writing of the student based on an examination of the student composing aloud, pieces written by the student, and interviews about the writing and the student's own learning experience and ideas about the task of writing.

6.2.14 Smith, D. I. Effects of Class Size and Individualized Instruction on the Writing of High School Juniors. Dissertation Abstracts International, 1974, 35, 2844A.
Concluded that, compared with conventional large-group instruction, small-class instruction can bring about significant improvement in knowledge of writing skills and in the writing performance of high school juniors. Even greater improvements can be brought about through individualized instruction.

6.2.15 Sullivan, K. M. The Effects of Response Pattern Analysis on the Content of High School Students' Written Responses to Short Stories. Dissertation Abstracts International, 1974, 35, 3701A.

Analyzed responses to three short stories written by ninety high school juniors and seniors to determine whether exposure to a response classification scheme resulted in different response behaviors.

See also: Braddock, R., 6.3.2; and
Coleman, C. J., 5.1.1.

6.3 College and Adult

6.3.1 Baden, R. C. Freshman English: An Action Analysis of Two Models. Dissertation Abstracts International, 1974, 35, 392A.

Suggested that a change be made in the approach in freshman English from that of a service course involving external pressures to one where the major goal is a change of attitude in students so that they realize writing is satisfying, interesting, and capable of relaying feelings and ideas in a variety of forms.

6.3.2 Braddock, R. The Frequency and Placement of Topic Sentences in Expository Prose. Research in the Teaching of English, Winter 1974, 8, 287-302.

This sample of contemporary professional writing did not support the claims of textbook writers about the frequency and location of topic sentences in professional writing.

6.3.3 Bradshaw, J. R. An Experimental Study Comparing a Traditional Teacher-Lecture Method with an Individualized Method of Instructing Business Report Writing. Dissertation Abstracts International, 1974, 35, 3382A.

Found that the individualized method obtained significantly better results on the final objective examination.

6.3.4 Cooper, C. R. Research Roundup: Oral and Written Composition: Richard Adler: Characteristics of Advanced Placement Essays Written about a Short Story. English Journal, September 1974, 63, 103.

A study of 200 free-response essays by advanced placement students.

6.3.5 Cooper, C. R. Research Roundup: Oral and Written Composition: Tyree Miller: Effects of the Christensen Rhetoric Program on the Written Syntax of Black College Freshmen. English Journal, September 1974, 63, 103.

A study of the immediate and lasting effects of the program which found that students in the program learned to write more initial, medial, and final free modifiers than students in a control course.

6.3.6 Neel, J. Comparing Various Approaches to Theme Grading. Education, Fall 1974, 95, 92-93.

Concluded that higher reliability is associated with themes graded for grammar rather than for content and that themes graded for content receive higher grades than themes graded for grammar.

6.3.7 Palmatier, R. A., and Bennett, J. M. Notetaking Habits of College Students. Journal of Reading, December 1974, 18, 215-218.

A replication of a study done twenty years ago which found that even more students today report regular notetaking on lecture and reading material, but that no one teaches notetaking skills.

6.3.8 Redman, G. W., Jr. The Philosophy of Teaching Composition Held by Selected Teachers and Students at the University of Northern Colorado, Winter Quarter, 1973. Dissertation Abstracts International, 1974, 35, 932A.

Attempted to determine what, if anything, was agreed upon as essential to instruction in composition at the freshman college level, to determine the validity of charges of confusion, poor teaching, and inherent harm in the diversity of procedures, and to define the proper content and procedure for teaching writing.

6.3.9 Rule, L. B. Composition Problems Encountered by Upward Bound Graduates in Freshman Composition. Dissertation Abstracts International, 1974, 35, 2660A.

Attempted to identify specific problems in expository writing, identify writing skills perceived as important by the English instructors, and compare specific problems with the frequency of instructors' expression of them as problems which they perceive the students as having.

6.3.10 Smith, M. J., and Bretcko, B. A. Research on Individual Composition Conferences. Paper presented at the annual meeting of the Conference on College Composition and Communication, 1974, ED 091 709.

Results indicated that it is questionable to invest the amount of time spent in six conferences, as was done in this study. Beyond the first two, students did not learn any more than if they spent the time in class.

6.3.11 Stanton, B. E. A Comparison of Theme Grades Written by Students Possessing Varying Amounts of Cumulative Written Guidance: Checklist, Instruction, and Questions and Feedback. Dissertation Abstracts International, 1974, 35, 2662A.

Showed that the checklist enabled English teachers to reliably grade the themes, but found no significant difference in overall theme grades written by students from the study's four treatment groups.

6.3.12 Walker, J. P. A Study of the Comparative Effectiveness of an Experience-Centered and a Knowledge-Centered Method of Teaching Composition. Dissertation Abstracts International, 1974, 35, 3704A.

Found no significant difference between the two approaches in terms of their effect on improvement in composition.

6.5 Reviews of Research

6.5.1 Cooper, C. R. Research Roundup: Oral and Written Composition: Terry Radcliffe: A Model for Using Speech to Improve Writing. English Journal, September 1974, 63, 104.

Reviews research on the usefulness of talking during problem-solving, then outlines a model of Talk→Write (versus Think→Write or Read→Write) instruction.

See also: Dieterich, D. J., 4.5.1.

7. Research Instruments

7.1 Andresen, O. Literary Profundity Test. 1968, ED 091 751.

Four very short stories, each with four endings representing one of the five levels in the Literary Profundity Scale--physical, mental, moral, psychological, and philosophical--designed to assess the level of thematic profundity of a reader's response to short stories.

7.2 Beardsmore, H. B., and Renkin, A. A Test of Spoken English. International Review of Applied Linguistics in Language Teaching, 1971, 9, ED 091 770.

Designed to test the degree of accuracy, fluency, and intelligibility of the subjects in a manner which will produce information similar to that which could be obtained by an interview technique.

7.3 Benson, L. M. Describing and Evaluating Classroom Discussions of Poems, 1971, ED 091 752.

Designed to describe and evaluate classroom discussion of poems by means of a classroom interaction analysis system.

7.4 Botel, M., and Granowsky, A. Syntactic Complexity Formula. From A Formula for Measuring Syntactic Complexity: A Directional Effort. Elementary English, April 1972, 49, 513-516, ED 091 749.

Based on the theory that syntactic patterns frequently found in the language of children might be a more valid criterion than sentence length for controlling syntax, this formula is designed to measure the syntactic complexity component of readability.

7.5 Bowdidge, J. S. Cloze Listening Test (Form Lisbon and Form Waco). 1967, ED 091 761.

Designed to measure recall of specific information, ability to grasp the thought of a passage as a whole, and ability to apply various contextual clues while listening to a passage of aural communication.

7.6 Brengelman, F. H., and Manning, J. C. Linguistic Capacity Index. 1964, ED 091 753.

Designed to be used as a measure of English language readiness to assist the classroom teacher in grouping native Spanish-speaking pupils for English language instruction.

7.7 Burt, H. R. Similes Test with Interview and Questionnaire. 1971, ED 091 754.

Designed to measure children's reading understanding of similes found in literature books suitable for grades four, five, and six.

7.8 Calvert, K. H. K-Ratio (Kernel Structure) Index. From An Investigation of Relationships between the Syntactic Maturity of Oral Language and Reading Comprehension Scores, Ph.D. Dissertation, University of Alabama, 1971, ED 091 722.

Designed to measure the syntactic maturity of oral speech for an investigation of the relationships between certain measures of syntactic maturity of oral languages and silent reading comprehension scores.

7.9 Commission on Composition. Composition Opinionnaire: The Students' Right to Write. Urbana: NCTE, 1972, ED 091 729.

A two-part questionnaire designed to assess teachers' attitudes toward writing and the teaching of writing.

7.10 Cosens, G. V. Cloze Tests for Deletion Produced Structures. 1972, ED 091 767.

Designed to measure primary age children's comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules.

7.11 Dauterman, F. P. Syntactic Maturity Test for Narrative Writing. From Syntactic Structures Employed in Samples of Narrative Writing by Secondary

School Students, Ph.D. Dissertation, Ohio State University, 1969, ED 091 757.
Designed to measure syntactic fluency or maturity in narrative writing.

7.12 DeLancey, R. W. Recognition of Linguistic Structures Test with Answer Sheets and Difficulty and Discrimination Indices for All Items in Forms A and B. From Awareness of Form Class as a Factor in Reading Comprehension, Ph.D. Dissertation, Syracuse University, 1962, ED 091 755.
Designed to determine to what degree the reader's awareness of recognition of certain structural aspects of written English is a factor in reading comprehension.

7.13 Diederich, P. B. Cooperative Preparation and Rating of Essay Tests. From English Journal, April 1967, 56, 573-584, ED 091 750.
A set of eight scales--ideas, organization, wording, flavor, usage, punctuation, spelling, and handwriting--designed to evaluate the quality of written compositions.

7.14 Dixon, E. Indexes of Syntactic Maturity (Dixon-Hunt-Christensen). 1970, ED 091 748.
A set of measures of growth in syntactic fluency derived from the research in written syntax of Hunt and Christensen.

7.15 Dupuis, M. M. Transformational Analysis of Compositions. 1972, ED 091 747.
Designed to analyze and describe the transformational operations in sentences in written compositions by means of a test containing a list of 27 possible transformations, all variations of four basic operations: addition, deletion, reordering, and combining.

7.16 Evanechko, P. O. Semantic Features Test. 1970, ED 091 745.
Designed to index the kinds of meaning relationships that children perceive to exist between words and their referents.

7.17 Fisher, C. J. Linguistic Structures Repetition Test with Directions for Scoring. 1972, ED 091 746.

Designed to measure the acquisition of syntactic structures in kindergarten, first, and second graders by examining specific linguistic structures which appear to be acquired during the early elementary school years.

7.18 Foreman, E. Literary Appreciation of Adolescents. From An Instrument to Evaluate the Literary Appreciation of Adolescents, D.Ed. Dissertation, University of Illinois, 1951, ED 091 744.

Designed to measure the extent of adolescents' literary awareness of detail and of characterization and their sense of the purpose and continuity in written responses to story selection.

7.19 Fryburg, E. L. The Test of Cognition with Scoring Guide, Literature Review, and Description of Data Analyses in Progress. 1972, ED 091 766.

Designed to evaluate a child's receptive and expressive language ability.

7.20 Gallo, D. R. Poetry Methods Rating Scale. Research in the Teaching of English, Fall 1968, 2, 125-141, ED 091 743.

A 38-item poetry methods rating scale to assess high school teachers' attitudes about teaching poetry.

7.21 Gavin, M. T. S-N Auditory Discrimination Test and Auditory Memory Span for Letters Test. 1970, ED 091 740.

Designed to appraise the ability of children to discriminate fine differentiations of stop and nasal sounds in minimal word-pair items.

7.22 Glazer, J. Glazer Narrative Composition Scale. From The Development of the Glazer Narrative Composition Scale, Ph.D. Dissertation, Ohio State University, 1971, ED 091 763.

Designed to assess the quality of children's narrative compositions by means of eighteen scales outlined under plot, theme, setting, characterization, and style.

7.23 Golub, L. S. Syntactic Density Score (SDS) with Some Aids for Tabulating. 1973, ED 091 741.

Designed to determine the syntactic density of the oral and written discourse of students in grades 1-14, as well as that of reading materials selected for students.

7.24 Harpin, W. S. Literary Discrimination Test. 1961, ED 091 742.

Composed of nine pairs of passages for the respondent to choose between and one set of four passages to be rank-ordered, this instrument is designed to measure discrimination of prose excerpts.

7.25 Hipple, T. W., and Giblin, T. R. Professional Reading of Teachers Questionnaire. Research in the Teaching of English, Fall 1971, 5, 153-164, ED 091 720.

Surveys the amount of reading done in three areas--professional journals, books about the teaching of English, and books on general education--to determine the professional reading backgrounds, habits, and interests of secondary English teachers.

7.26 Hoetker, J., and Robb, R. The "Place of Drama" Questionnaire. Research in the Teaching of English, Fall 1969, 3, 127-159, ED 091 736.

A 32-item questionnaire designed to assess teachers' attitudes toward a variety of objectives for teaching drama.

7.27 Jewell, C. B. The Jewell High School Reading Comprehension Test. From A Reading Comprehension Test for Senior High School Students in Large Urban Areas in Alberta, Canada, Ph.D. Dissertation, University of Oregon, 1969, ED 091 769.

Designed to assess the reading comprehension of high school students.

7.28 Joint Subcommittee on Composition. A Scale for Evaluation of High School Student Essays. Redlands: California Association of Teachers of English; Champaign: NCTE, 1960, ED 091 733.

Includes a group of six expository essays arranged in order of quality to provide a scale for assessing the quality of short expository essays.

7.29 Koziol, S. M., Jr. Noun Plural Development Test. 1970, ED 091 718.
Designed to assess the ability to produce and recognize selected regular and irregular noun plural forms, in order to determine the extent to which children have internalized the rules governing pluralization patterns.

7.30 Kretschmer, J. C. Experimental Test of Piagetian Concrete Operations in a Reading Format. 1972, ED 091 764.
Designed to assess the ability of subjects to apply concrete operations to data in a reading format, and to determine if there is any difference with regard to type of paragraph or type of question.

7.31 Little, P. S. Sentence Interpretation Test (SIT). From An Investigation into the Relationship between Structural Ambiguity and Reading Comprehension, Masters Thesis, University of Alberta, 1972, ED 091 715.
Designed to measure the ability of children to identify the meanings of structurally ambiguous or unambiguous sentences of English.

7.32 London Association for the Teaching of English (England). Assessing Compositions: A Discussion Pamphlet. London: Blackie & Son Ltd., 1965, ED 091 758.
Designed to provide a scale for assessing the quality of personal or imaginative writing by means of a group of 28 imaginative essays written by British fifteen year olds.

7.33 Mantell, A. Test of Language Judgment, 1971, ED 091 716.
A twenty-item test designed to measure ability to choose rules of standard English and black English as they are appropriate to a situational context.

7.34 Marcus, A. D. A Test of Sentence Meaning with Answer Sheet: A Diagnostic Test of Syntactic Clues to Meaning in Reading. Revised Edition. 1968, ED 091 734.
Designed to measure the level of understanding of literal meaning attained by students in grades 5-8 through the use of syntactic clues within written standard English sentences.

7.35 Miller, L. A. Tests of Anaphoric Reference--Multiple Choice Format (TAR-MC) and Tests of Anaphoric Reference--Cloze Format (TAR-C). From An Investigation into the Relationship of Anaphoric Reference and Reading Achievement of Grade Two Children, Ph.D. Dissertation, University of Alberta, 1974, ED 091 768.
Designed to investigate how the beginning reader understands the antecedent/anaphora relationship in written discourse.

7.36 Montague, M. J. The Contextual Ambiguity Test (CAT). From The Relationship of Sentence and Contextual Ambiguity to Reading Comprehension, Masters Thesis, University of Alberta, 1973, ED 091 717.
A twenty-item test designed to measure the effect of context on the ability of students to interpret structurally ambiguous sentences.

7.37 Moore, B. J. The Heinsen-Moore Test of Visual Processing Skills with Directions for Administration and Scoring. Revised Edition. 1972, ED 091 735.
Designed to enable classroom teachers to screen an entire classroom of children simultaneously for visual processing skills.

7.38 Peltz, F. K. Linguistic Analysis Worksheet. Paper presented at the annual meeting of the International Reading Association, 1974, ED 091 739.
Designed to test the effect upon comprehension of repatterning passages from a tenth-grade social studies text by approximating the syntactic patterns found in a transformational analysis of the writing of the tenth-grade subjects expected to read the test.

7.39 Powell, A. Intermediate Reading Attitude Index with Administrator's Directions. 1971, ED 091 737.
Twenty items designed to measure attitudes toward reading at any specific point and to measure changes in attitudes toward reading.

7.40 Powell, A. Primary Attitude Reading Index with Administrator's Directions. 1971, ED 091 738.

Thirty-two items stated in story form designed to measure the changes in attitudes toward reading for pleasure of student groups in grades one to three.

7.41 Reich, C. Novel Reading Maturity Scale. Journal of Reading, December 1973, 17, 220-223, ED 091 762.

Designed to assess the maturity level of the novels which students read, based on the notion that fiction of high quality is characterized by a number of themes or topics.

7.42 Robertson, J. E. Connectives Reading Test. Written Connectives Test. From An Investigation of Pupil Understanding of Connectives in Reading, Ph.D. Dissertation, University of Alberta, 1966, ED 091 731.

Designed to investigate the understanding of the linguistic forms that connect a clause to another clause or another word.

7.43 Rystrom, R. Rystrom Dialect Test, and Testing Negro-Standard English Dialect Differences. Reading Research Quarterly, Summer 1969, 9, 170-185, ED 091 759.

Designed to discriminate Negro dialect speech from standard English.

7.44 Rystrom, R. Rystrom Reading Comprehension Test. 1969, ED 091 732.

Designed to measure specific dimensions of reading comprehension, defining comprehension as six different skill areas: vocabulary, syntax, item recall, item sequence, interpretation, and evaluation.

7.45 Sager, C. Sager Writing Scale. From Improving the Quality of Written Composition through Pupil Use of Rating Scale, Ed.D. Dissertation, Boston University, 1972, ED 091 723.

Designed to assess the quality of pieces of creative writing in the intermediate and junior high grades and intended for use by students, teachers, and researchers.

7.46 Schroeder, T. S. Schroeder Composition Scale. 1973, ED 091 760.

Designed to describe the writing behaviors of elementary and junior high school children by means of an analytic scale.

7.47 Shepherd, J. F. Morpheme Knowledge Test. 1973, ED 091 730.

Employs the twelve most frequently occurring prefixes and the twelve most frequently occurring root words derived from Latin to measure students' knowledge of commonly used prefixes and root words.

7.48 Sigelman, C. K. Giving and Taking Directions. From Giving and Taking Directions: Subcultural Communication Barriers and Evaluative Reactions to Speech, Ph.D. Dissertation, George Peabody College for Teachers, 1972, ED 091 728.

Designed to determine communication barriers among high school students of divergent subcultural backgrounds, to examine how low SES black and middle SES class listeners evaluate members of their own and different subculture groups and speakers of Network English as persons, and to examine communication barriers.

7.49 Simons, H. D. Deep Structure Test (D.S.R.T.). 1969, ED 091 727.

Designed to measure children's skill at recovering the deep structure relationships of sentences.

7.50 Smith, V. H. Composition Rating Scale. Research in the Teaching of English, Fall 1969, 3, 181-195, ED 091 721.

Designed to assess consistency in teacher judgment of student essays and to assess conformity of teacher judgment with expert judgment.

7.51 Stennett, R. R., et al. Beginning Reading Project: Test Development and Administration; Developmental Patterns in Elemental Reading Skills. Ontario: London Board of Education, Educational Research Services, 1973, ED 091 719.

Designed to measure the normal development of several of the elemental skills which children must acquire if they are to become skilled readers.

7.52 Tway, E. Literary Rating Scale. From A Study of the Feasibility of Training Teachers to Use the Literary Rating Scale in Evaluating Children's Fiction

Writing, Ph.D. Dissertation, Syracuse University, 1970, ED 091 726.
A set of twelve scales designed to assess analytically the quality of children's fictional stories.

7.53 Twohig, B. T. Letter Directionality Test, Word Directionality Test, and Sentence Directionality Test. From Investigation into the Relationship between Body Directionality, Letter Directionality, and Reading Achievement of Grade One Children, Master's Thesis, University of Alberta, 1972, ED 091 724.
Designed to measure the subject's ability to discriminate among alphabetic letters varied over three spatial dimensions (left-right, vertical, and combination left-right and vertical).

7.54 Wall, E. R. Topical Analysis of the Content of Literature Discussions. From The Development and Application of an Instrument for the Substantive Analysis of Literature Teaching in the Secondary School, Ph.D. Dissertation, University of Toronto, 1974, ED 091 725.
A content analysis scheme designed to describe and categorize the topics in a classroom or small-group discussion of literature.

7.55 Wright, O. T. Identification of Simple and Compound Vowels by First Graders. 1970, ED 091 765.
Designed to determine whether by structuring and sequencing monosyllabic English words in two different patterns first grade children are aided in detecting, identifying, and discriminating among single vowels and their combined forms, in associating them with their specific pronunciations, and in transferring this knowledge to other words and other compound vowels.

7.56 Zais, R. S. Sophistication of Reading Interests Scale. 1968, ED 091 756.
Designed to measure maturity of reading interests by means of 29 pairs of fictitious story synopses, one of each pair more sophisticated than the other.